

EVALUATION OF INFORMATION RESOURCES AND SERVICES PROVISION IN
PRIMARY SCHOOL LIBRARIES IN GOMBE STATE, NIGERIA

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Declaration

“I hereby declare that this work is the product of my own research efforts; undertaken under the supervision of Dr S. M. Gwarzo and has not been presented elsewhere for the award of a degree or certificate. All sources have been duly acknowledged.”

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Certification

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DEDICATION

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ABSTRACT

The study was designed to evaluate the information resources and services provision in primary school libraries in Gombe state. The objective was to find out the extent to which the information resources and services provided in public primary school libraries in the state meet up with the requirements of the minimum standards for school library in Nigeria, as stipulated by the Federal Ministry of Education and Youth Development (1992). The study employed qualitative research methodology. Narrative research design was adopted in soliciting and collecting data for the study. The population of the study was fifty one (51) primary schools identified with school libraries in the state. Purposive sampling technique was used in determining the sample size for study. Thus, thirty (30) out of fifty one (51) primary schools were sampled. Structured interview was administered to all the participants (30 teacher-librarians) which provided 100% response rate. Thematic analysis was used to analyse the data collected. The results of the findings revealed that, the types of information resources provided in the school libraries were mostly textbooks on subjects taught in the primary schools, the types of information services provided were circulation and user education services, the only source for acquiring information resources were from UBEC and SUBEB, and lack of funds and qualified staff are major factors affecting the provision of the information resources and services in the school libraries. Also, the study found that despite the availability of the minimum standards for school libraries in the country, no primary school library in Gombe State provided information resources and services that match the standards. The study shows that serials and audio-visual materials were not provided and library hours was not incorporated in primary schools time table. A number of recommendations such as information resources provided should include fiction, supplementary readers, audio-visual and periodicals are made.

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ABBREVIATIONS

For ease of understanding, the full meaning of the following words used in the study are provided.

UBEC: Universal Basic Education Commission

SUBEB: State Universal Basic Education Board

LGEA: Local Government Education Authority

CHAPTER ONE

INTRODUCTION:

1.1 Background to the Study

For any effective teaching and learning to take place in any institution, there must be a functional library whose role is to select, acquire, organize and disseminate information to users. Libraries are recognized as essential ingredient in educational development of any nation. Okiy (2012) state that “Education is a key factor in the concept of development and libraries are very important tools for attaining national objectives of human resource and economic development.” Libraries are recognized as components that facilitate the process of educational activities through preparing students for lifelong learning skills and giving them courage to continue research independently outside the classroom setting with competency in locating, evaluating and effective utilization of information resources. Ode and Ape (2013) posit that student who acquired information on literacy skills is a master of his learning. Information is widely considered as backbone for educational, social, political, economic and cultural development of a nation.

It is quite obvious that every library is established with certain objectives in mind. Therefore, it is the responsibility of that library to fashion out ways through which those objectives can be achieved. One of such are libraries located in primary and secondary schools whose objectives are to select, acquire, organize and disseminate information to teachers and students. School library services in Nigeria has been recognized over the years as instrument for educational development of pupils. Opaleke (2006) defines school libraries as those located in primary and secondary schools, where books and other information resources are preserved and organized for the use of teachers and students. Information resources in school libraries include print, non-print and electronics. The print materials are those printed on papers through the use of printing process which appeared in book form, they include reference books, non-reference books and journals. Others are complementary books to

complement class textbooks, also available are fiction and non-fiction books, while the non-print are those that are not printed on paper. They consist of audio, visual and audio-visual materials such as films, filmstrips, video cassettes, audio cassettes etc. The electronics components comprises of computers, internet, databases etc. School libraries like any other libraries develop their resources through purchase, gift/donation, or exchange. School libraries are indispensable in the achievement of educational system, they provide instructional materials that support school curriculum. The provision of school library services is a gateway to effective teaching and an energizer for students. It assists in improving students intellectual listening and viewing ability. Their mission is to shape and re-shape the students' literacy. Absence of school libraries will eventually affect the educational development of children in primary and secondary schools.

Indeed, information resources are seen as the basic machinery and determinant for evaluating the success or failure of a particular library, no matter the type. Making them available and accessible to those who require the use of them is the primary responsibility of every library. Humanity in the course of its existence often employ various means of writing to preserve and safeguard its religious activities, business activities, etc. The early type of writing materials and sources of information available were leaves, tortoise shell, stones, clay tablets, papyrus, parchment etc, on which human knowledge are recorded. This is before the invention of printing machine by a German man called Guttenberg in 1454 which marked the beginning of printed materials. Though before the emergence of information and communication technologies, sources of information were limited. Today, information resources are available in diverse formats via computer, e.g. Electronic Journals, Scholarly databases, Information gateways and Internet, from which libraries and other information centres select and acquire for the use of their clientele.

The importance of information resources in every library can be seen from the fact that if they are removed, what will be left is only the building, as such, they need to be properly selected, processed and organized in such a way users may have access to them and benefit from the information contained in them, because it is realized that for any successful teaching to be imparted and for any sound knowledge to be acquired in any educational set up, there must be a qualitative and qualified teachers and teacher-librarians, the teachers teach and encourage the use of library resources while librarians select, acquire and organize the information resources for immediate use by the students and the teachers.

The school library like any library has a well planed organizational structure aimed at rendering effective and efficient services to users. They are expected to provide a variety of services and perform functions necessary to assist users in getting the needed information resources. Information services mostly found in school libraries include selection and acquisition of library materials, organization of stock, current awereness services (CAS), reference service, circulation (or loan services), production of instructional materials, promotional activities. etc. Inspite of the crucial role that school libraries play in the school system, researchers have shown that their provision in primary schools is not receiving the attention it deserved. For example, Jabo and Bande (2012), while conducting a survey on the provision of library services in Private schools in Sokoto, observed that “some of the schools have sizable collections” but that they are outdated and disorganized and no professional staff to provide the required services.

1.2 Statement of the Problem

School library resources and services are indispensable for the improvement of educational system, because gone were the days when teachers dominated the entire teaching and learning. Today, the trend has changed from passive to active learning environment in which the learner himself is involved, without the provision of appropriate information resources in

print and non-print the method cannot be successfully executed. To achieve this end, public primary schools should have functional libraries with variety of information resources to support the school curriculum and services that are responsive to user information need, through selection, acquisition and organization of the information resources. It has been established that the use of school library resources has impact on students achievement. A wellstocked school library will support the school curriculum, through making students to be creative, informed and knowledgeable within the co-curriculum and beyond. According to Jabo and Bande (2012), the goal of books selection for school library is to provide reading materials for children and teachers.

A preliminary study carried out at Gombe State Universal Basic Education Board (SUBEB) as a prelude to conducting main study (see report in appendix D) revealed that there are fifty one (51) public primary school libraries in the state, (see Appendix E), what is yet to be empirically determined however, is the extent to which the information resources and services provided in those libraries conform to minimum standards for school library in Nigeria. Because it was observed that in Nigeria, despite the crucial role of school libraries in the school system, the history of primary school libraries in Nigeria over the years has been punctuated with the records of short falls between the demand and supply of the information resources and services that match standards, possibly as a result of non challent attitude of the primary school proprietors. And it is a fact that the quality of a primary school lies not only in a well designed primary school library building funished with all necessary furniture and equipment, on the contrary, it is determined by the quality and standards of the information resources and services provided in the school library, that are responsive to user information needs.

It is against this background that the Federal Ministry of Education and Youth Development(1992) came up with a Minimum Standards that guide the operation of primary

and secondary school libraries in Nigeria. The requirements for primary school library collections include 5% reference books, 20% non-fiction books, 60% fiction/supplementary readers, 10% audio-visual materials, 5% periodicals. These constitute the consideration for this research. The study also attempts to develop an empirical understanding on the extent to which public primary school libraries in Gombe State comply with the provision of the minimum standards in relation to its information resources and services provided.

1.3 Research Questions

The study is designed to answer the following questions

1. What types of information resources are provided in primary school libraries in Gombe State?
2. What types of information services are provided in primary school libraries in Gombe State?
3. What are the procedures for acquiring information resources in primary school libraries in Gombe State?
4. What are the factors affecting the provision of information resources in primary school libraries in Gombe State?
5. What are the factors affecting the provision of information services in primary school libraries in Gombe state?
6. To what extent are the information resources provided in primary school libraries in Gombe State match the standards?
7. To what extent are the information services provided in primary school libraries in Gombe State match the standards?

1.4 Objectives of the Study

The study is designed to achieve the following objectives:

1. To find out the types of information resources available in primary school libraries in Gombe State.
2. To find out the types of information services provided in primary school libraries in Gombe State.
3. To find out the procedures for acquiring information resources in primary school libraries in Gombe State.
4. To identify factors affecting the provision of information resources in primary school libraries in Gombe State.
5. To identify factors affecting the provision of information services in primary school libraries in Gombe State.
6. To determine the extent to which the information resources provided in primary school libraries in Gombe state match the standards.
7. To determine the extent to which the information services provided in primary school libraries in Gombe State match the standards.

1.5 Significance of the Study

A study on information resources and services provision in primary school libraries in Gombe State is considered important for stakeholders of primary schools in Gombe state such as Universal Basic Education Commission (UBEC), State Universal Basic Education Board (SUBEB), Federal and State Ministries of Education, Local Government Education Authorities (LGEAs), because it will point out some lapses associated with the provision of information resources and services and provide recommendations to them. This will encourage planning towards improvement where improvements are required. The study is equally significant to primary school headteachers, because it will sufficiently enrich them

with knowledge and understanding of the nature of the information resources and services provided in primary school libraries in the State for further analysis and action plan. The study is also significant to teacher-librarians as custodians of primary school libraries to know the types of information resources and services available in the school libraries for improvement.

In addition, it will hopefully serve as an impetus or stimulant to other researchers who may find this topic interesting or relevant to their research. It might also provide background information that can keep other researchers to undertake research into other areas not adequately covered in this study. The recommendations emanating from the findings are expected to make modest contribution on the development of a body of knowledge in the area of information resources and services provision in primary school libraries.

1.6 Scope

The concern of this study is information resources and service provision in public primary school libraries in Gombe State. Thus, the Federal Ministry of Education and Youth Development(1992) provides standards for school libraries in Nigeria. These include buildings, furniture, equipment, resources, services, staffing and fundings. Therefore, this scope dictates the exclusion of buildings, furniture, equipment, staffing and fundings, as well as private primary school libraries. The variables in the scope were information resources and services provision in primary school libraries. Junior and senior secondary school libraries were also excluded.

1.7 Operational Definition of Terms

For ease of understanding, the following concepts are here by defined as operationally used in the study:

Primary school: Is a social institution established by government, individuals or community for children aged 6-11 years plus.

School libraries: Are buildings located within primary or secondary schools where print and non-print materials are housed and organized for the use of students and teachers.

Information resources: Are containers or carriers of information consisting of print and non-print materials that are consulted by individuals to find relevant information.

Information Services: Activities involve in providing information resources to users of primary school libraries in Gombe State.

Primary school libraries: Are libraries located in Gombe State primary schools for the use of pupils and teachers.

Information resources provision: Is a process of making information resources available to users of primary school libraries in Gombe State.

Information services provision: Is a process of making information accessible to users.

Standards: The level of quality that is acceptable in a particular situation.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter focuses on the review of related literature on information resources and services provision in school libraries. The review intended to shed light on what has been studied on the topic. Understanding the work that has been done in the area will help to locate the current study within the context of other studies. The literature reviewed is presented under the following sub- headings:

2.1 Concept and Importance of School Libraries

2.2 Types of Information Resources in School Libraries

2.3 Types of Information Services in School Libraries

2.4 Procedures for Acquiring Information Resources in School Libraries

2.5 Factors Affecting the Provision of Information Resources and Services in School Libraries

2.6 Standards for School Libraries in Nigeria

2.7 Theoretical Framework

3.8 Conceptual Framework

2.9 Summary of the Review and Uniqueness of the Study

2.1 Concept and Importance of School Libraries

There are different types of libraries serving different categories of users. The main concern here is the school library. School libraries are libraries located under two tiers of education,

primary and secondary school where print and non-print resources are organized for the use of students and teachers. Egesimba, Quadri, Dimkpa and Ezebuike (2011) define school library as a building located in primary and secondary school in support of teaching and learning activities. It is seen as a pillar on which all other educational activities are centred on for effective performance. Owoeye (2011) describes it as a library situated in a private or public school to serve students and staff in their information needs. From this, we can deduce that school libraries are part of the school buildings and organ that is responsible for the provision of information resources and services to teachers and students. Unagha (2008) states that a school library is more than a building, but appropriate buildings are necessary in a conducive environment.

Aliyu (2013) states that school library is a place where relevant learning, teaching, viewing, reference books and new books are housed. In each school, reasonable and suitable reading materials are organized by a trained staff. These materials are meant for teachers and pupils at relevant level to enrich the subject taught and the teaching methods. Supporting this, Fayose (2003) Observes, that today, school libraries are referred to as instructional resource centre, media resource centre, information resource centre, learning resources centre. Adebamowo (2011) states that “school libraries has moved far beyond room with books to become an active, technology-rich learning environment with an array of information resources”

School library are seen as part of the school where information resources are gathered for the benefit of teachers and students. Eze and Ugwu (2011) refer to school library as a place where books and other collections are processed, catalogued and arranged for the use of teachers and students. School library is a place where teachers and students interact with the right stock in quality, quantity and relevance professionally organized. Gojeh (2004) Opines that school libraries are equipped with professional staff to provide access to resources. A functional school library is an ideal library that provides services that attract students and teachers, their

primary role is to acquire, process, organize, preserve, and disseminate information to users. Byass(2005) views that school libraries are part of the school curriculum and laboratories where many experiments are conducted. This enables learners to master content and extend their investigation over their own learning. Kolade (2001) states that “ the school library is the heart of the school with a wide variety of education media”. In this context, school libraries are regarded as the nerve-centre for information resources that serve students and teachers, indeed they remain focal to the development of individual student in his information literacy skills, they are educational agent that provide access to information resources for all students and teachers. Petters and Ottong (2012) ascertain that school libraries are depositories of print and non-print materials and source for qualitative education.

School library is a library established and attached to either primary or secondary schools for teaching and learning processes. Their overall objective is to enrich the school curriculum through housing information resources such as books, periodicals, newspapers, magazines, visual and audio-visual materials for the use of students and teachers in primary and secondary schools. The National Policy on Education (2004) stresses the need for school libraries in the Nigerian educational system, viewing that libraries provide the most important educational services. Proprietors of schools shall provide functional libraries in all their educational institutions. In accordance with the established standards, proprietors shall also provide for training librarians and library assistants for the services. School libraries are established with certain objectives in mind. The objectives of school libraries should reflect the National objectives of the primary education, as stated in the National Policy on Education (2004). The goal of primary education are to:-

- 1) Include permanent literacy and numeracy, and ability to communicate effectively;
- 2) Lay sound basis for scientific and reflective thinking;

- 3) Give citizenship education as a basis for effective participation in contribution to life of the society;
- 4) Mould the character and develop sound attitude and moral in the child;
- 5) Develop in the child the ability to adapt to the child function effectively in the society within the limits of the child capacity;
- 6) Provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality.

School libraries contribute immensely to child educational development, they function as vital instrument for quality education, as integral part of the education system. The objectives of a school library, according to Abiodun (2015) are:-

- i) Through its information resources, school achieve greater growth and development of every child/student.
- ii) To provide a wide range of information resources for individual differences taking each student where he is and helping him to grow.
- iii) To provide experiences for children so that they might appreciate the past and comprehend the world today and intelligently prepare for tomorrow.
- iv) To provide the opportunity for students to help themselves.
- v) To complement and enrich the teaching and learning situation.

Asuigwe and Udeze (2011) are of the opinion that libraries are always connected with the provision of information services to support both formal and informal education and other information needs of communities. Educational policies in Nigeria have always recognized the importance of the library as valuable information and education resource. Thus, the Federal Ministry of Education underlined some of the contributions of school libraries in educational process, as follows:

1. Supporting teaching and learning within the school system.

2. Enriching school curriculum.
 3. Promoting the development of reading skills and encourage long-term learning habits through reading, listening to and viewing a variety of learning materials.
 4. Stimulating research and independent study by providing a wide variety of materials so that it not only supplies information in printed form but also in pictures, films, tapes, filmstrips, etc.
 5. Providing opportunities for further reading and use of materials other than prescribed classroom textbooks.
 6. Providing materials for recreation and encourage students/pupils to read for pleasure.
 7. Encouraging students/pupils to develop their power of analytical appraisal by exposing them to varied collections of print and non print materials in the library etc.
- (Federal Ministry of Education and Youth Development, 1992)

Unagha (2008) state that “school libraries help children to enjoy reading, learning, and using library resources as life long habit” Ose and Okoedion (2012) views that the educational aims of school libraries include:

- To stimulate and enhance the reading habit, promoting life long learning
- To develop in children the ability to read for informatione
- To help pupils to increse and improve their knowledge of reading, speaking and writing
- To provide children with information, both current and retrospective.

More importantly, the availability of functional school libraries link students to wider variety of information resources in print and non print. School libraries are seen as learning environment that provide facilities for independent and self study both within the syllabus and beyond it for students. It also provides teachers with sources and resources that will expose

them to the world of information. Busayo (2012) Owate and Iroha (2013) are of the view that school libraries support the students intellectual development.

The mission of school libraries according to UNESCO/IFLA (2000) are:-

- i) The school library offers learning services, books and resources that enable all members to become critical thinkers and effective use of information in all formats and media.
- ii) The school library links to the wider library and information network in accord with the principles in the UNESCO public library mani-festo.
- iii) The library staff supports the use of books and other information sources, ranging from the fictional to the documentry, from print to electronic both on-site and remote.
- iv)The materials complement and enrich textbooks, teaching materials and methodologies.

2.2 Types of Information Resources in School Libraries

School libraries collection are those materials which enable libraries to carry out their functions effectively. A school library is a place where teachers and students have access to a variety of information resources. Information resources in school libraries include information books, picture books, fiction, non-fiction, reference books, magazines, audio-visual materials etc. According to Ogunmodede, Adio and Odunola (2011), library resources are those materials provided in various format and made available for libraries to select and acquire to meet the demand of users. Generally, information resources in school libraries include pictured books, textbooks, reference books, fiction books, periodicals, magazines, newspapers, government publications, audio materials, visual materials and audio visual materials, among others. Egesimba, Quadri, Dimkpa and Ezebuike (2011) pointed out that no school library can provide effective services without having adequate, relevant and up-to-date

resource such as textbooks, fictions, newspapers, films, film, projector, radio, television, maps, charts, realia, tapes recorders reference items and other educational materials. Information resources are essential for library services. Tyagi (2011) points out that library collection is an important treasure of library. Tyagi added that the quality of a library can be measured by the quality of its resources and services. It is agreed that the major reason why students make use of library is to seek for information from library resources.

Information resources are the tools with which library services are performed. They comprise of print and non-print materials, the print come in book form. Some can be read from cover to cover (eg. textbooks, novels etc.) and there are those that cannot be read from cover to cover, they are only consulted for specific information (eg. Encyclopedias, dictionaries, directories, almanac and yearbooks, serials, government publications etc.) and the non-print come in forms other than book form. These category of materials are audio or visual and audio-visuals materials. Therefore, significance literature exist on their importance in school libraries. Aguolu (2002) state that “the main purpose of a school library is to provide the most useful and most satisfying reading materials possible on all subjects taught in the school and to meet the extra-curricular needs of the students at the highest literary level compatible with usefulness”. According to Abiodun (2015), there are three broad categories of information resources in school libraries. These are:-

Print Resources:- These are materials which have gone through technical process of printing. They are sub-divided into reference and non-reference information resources. Example of reference books being found in school libraries are dictionaries, encyclopedias, colorful atlases, almanacs, diaries etc, while example of non-reference books are fiction books, periodicals, newspapers and magazines etc.

Non-print Resources:- They are resources which depend on the senses of sight or/and learning to convey meaning. They are also divided into audio, visual, software and

hardware. The audio resources present information through the sense of hearing eg. audio reading tapes. The visual resources present information through the sense of sight as in visual materials like posters, charts, phonographs, etc. In the case of audio-visual, it presents information using combination of both senses (sense of sight and hearing) eg. films, radio, television. All these are audio-visual software. The audio-visual software are the machineries or gadgets for using software. They include record player, projector and video recorder.

Electronic Resources:- These are computer based information resources in the school libraries eg. Microcomputer with a Compact Disk Read Only Memory (CD-ROM), computer with internet connectivity, etc.

IFLA/UNESCO (2000) observe that school library manifesto recommend that a reasonable collection of book resources should comprise of 10 books per student. The smallest school should have atleast 2500 relevant and upto-date items. For electronic resources, the manifesto include access to internet, special reference and full-text databases as well as instruction related computer packages. They further provide resources indicators in school libraries as total book stock per member of school community, provision of terminal/personal computers per member of community, provision of online access computers per member of school community.

A functional school library should generally, accomodate adequate, relevant and upto date information resources. It is observed that students do learn better when they see, hear, touch or smile, in this regard they are likely to retain and recall what they learn with higher percentage. Byass (2005) states that for school library to serve everybody in the school, it must contain book and non-book materials. He describes book materials as reference sources, fiction and non-fiction, books, magazines and newspapers. The non-book include graphics, films, slides, transparencies, audio recording, television, video recordings, flash

cards and computer. printed or electronic. A school library without adequate information resources will not function well. Sote, Aramide and Gbotoso (2011) point out that a functional school library offers a wide range of materials that answer the questions of users. Emphasizing on the use of ICT in libraries, Ochai (2002) states that in the 21st century, the wind of change is blowing through the country's library system. Therefore, variety of resources that satisfy the information needs of teeming youth should be provided to include CD-ROM, video, floppy disks, internet, computers, softwares, information networks among others should be included in school library collection. Islam (2006), Olumide (2007), Okoroko and Ozubuogu (2007) opine that the computer-based information sytem exposes both the librarian and users to unquantified world of resources which no single library can afford to supply. Sethi and Panda (2011), Dorcas (2012), Issa and Amusan (2013) refer to electronic resources as online journals, databases (e-journals) searchable datasets (CD-ROM audio/video cassette) e-books, library catalogue, maps, index, abstract, encyclopedia, dictionary, yearbook, handbook and other reference, multimedia files. School libraries play a vital role in the educational sytem. They facilitate in the achievement of the educational goals through housing information resources in print and non-print. Kolade (2001) states that "the school library is the heart of the school with a wide variety of education media. These media include books, magazines, newspapers, recordings, maps, films, photograph and printings, computer systems and visual information matrials such as television, video, tapes, camera, slides transparencies,, microforms (microfilms,microfiches,micro cards) and tape recorders for school library projects.

2.3 Types of Information Services in School Libraries

Service is the major function for establishing any library no matter the type. All other activities performed in the library are geared toward the provision of effective and efficient services to users. Umannake and Onyebinama (2007) define service as the act of performing

duties in an organization for the interest or the benefit of others. Service in library context generally involves selection, acquisition, organization, preservation and assisting users to locate and retrieve documents in the library, which largely depend on the size and range of the resources and quality of the library staff available to provide the services. Usoro and Usanga (2007) point out that a competent, effective and trained library staff is a key to a good library services. The services performed in school libraries include: loans service, book-box service, bibliographic service, inter-library loans, repackaging information, reprographic services, reference services, exhibition and display services, hobbies and societies, teaching library use skills, and teaching study skills. Thus, the services should be targeted toward exposing the students to life-long learning, to encourage them for independent study and reading culture among the children. Ojoade (1992) posits that a functional school library is one which offers its users (teachers and students) the services and facilities that support their curriculum and co-curriculum activities in the school. Unagha (2008) views that “the service exposes them to a range of thoughts, opinions, and ideas, and gives them awareness of other cultures”

School library services are mainly designed to facilitate the school curriculum and to provide students with skills for independent learning. The quality of school library is determined based on the standards of services the school library provides. Mc Albert, Samuel, Nwaonu and Dolly (2015) state that “standards usually have International, National and Regional scope and usually describe staff requirements, collection (print and non-print) equipment and budgetary specification required for effective library services. Similarly, Idris (2013) states that standards are needed because they are essential element which help in ensuring for better school library operation. For effective and efficient service delivery, Alokun (2008) cited in Jegede (2010) state that school library must consist of five major components.

- i) Staff:- These are people that work in the library, library officer, library assistants, library attendants, clerks, typist, porter and cleaners;

- ii) Building of rooms:- This houses library collections, staff, users and furniture;
- iii) Collections:- These are books, serials, and audio-visual materials kept in the library for use;
- iv) Furniture:- Tables, carrels and shelves meant to be used in the library;
- v) Users:- Who are also referred to as readers, patrons and or library clientele.

The above components are basic ingredients needed for school library to provide effective services. NTI Kaduna (2005) points out that the relevance of any library to its users depends on the amount of use made of its books and other resources. Owoeye (2011) is of the opinion that the benefit of the library can only be derived if the library could be open to the students every day for some time during school hours. Making library resources available and accessible to users are key factors and the bases for Ranganathan (1930's) five laws of librarianship.

- Books are for use
- Every book its reader
- Every reader his book
- Save the time of readers
- Library is a growing organism

These laws can only be significant to the whole concept of library when there is sound information dissemination and retrieval system. One way to divide the work performed in libraries is to say that they are divided into technical and reader services. The activities performed under reader services includes answering reference questions, reading stories to children, charging and discharging of books are examples of user services while the technical services include selection, acquisition, assessment, stamping, cataloguing and classification, filing catalogue cards, etc. Scammel (2001) states that "the most fundamental way of organizing any collection is to put like things together and separate the unlike ones." This is a

way for ensuring that the information sources and resources are made available to users for easy identification, location and retrieval. Eze (2012) described cataloguing and classification as process of extracting out and organizing the bibliographic information. The circulation unit is the input of all other units, acquisition, cataloguing and classification, reference, bindery etc. It is a major player in readers services. The lending service comprises the activities around the lending of library books and other materials to users, renewal of materials and payment of fines.

Ogunmodede and Adio (2011) categorize the services into three that is the provision of materials to users, making materials available to users and the reference services. Igwe and Kolawole (2011) have the opinion that services provided under readers' services include lending services, selective dissemination of information (SDI), current awareness services (CAS) user education and information literacy instruction, reference and information service. The current awareness system alerts readers to latest publications/newly acquired materials in their specific area of interest. Also, the user education services include programmes used by the school libraries to enhance library skills to new students.

The core school library services according to IFLA/UNESCO (2000) manifesto are:

1. Supporting and enhancing educational goals as outlined in the school's mission and curriculum.
2. Developing and sustaining in children the habit and enjoyment of reading and the use of libraries through their lives.
3. Offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment.
4. supporting all pupils in learning and practicing skills for evaluating and using information, regardless of communities.
5. Providing access to local, state, national and global resources and opportunities.

6. Organizing activities that encourage cultural and social awareness and sensitivity.
7. Working with pupils, teachers, administrators and parents to achieve the mission of the schools.
8. Proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in democracy; and
9. Promoting reading and the resources and services of the school library within the whole school community and beyond.

2.4 Procedures for Acquiring Information Resources in School Libraries

Acquisition involves the process of budgetting, ordering, receiving, and processing materials for the library collection. School library complements the school curriculum by providing information resources that satisfy the students and teachers needs. The provision of information resources is a key part of motivation and a way of satisfying users needs. Adeoye (2011) stated that the “right information must be available at the right time in its appropriate format.” Collection development encompasses many library operations, ranging from the selection of individual titles from purchased to acquisition, preservation and weeding. Fordham (n.d.) described collection development as a process of systematic building of library collection for the purpose to serve duty, teaching, research, recreational and other needs of library users. The process include selection and deselection of current and retrospective materials. The planning for strategies for continuing acquisition and evaluation of collection to determine how well they serve users need.

The Universal Basic Education Commission (UBEC) under library policy statements (2007) states that every library should develop a policy framework which guides it operational

principles. Policy is a statement that describes the scope and purpose of a library collection. Policy is a formal written statement that guides the resources/collection (books and non-book). The primary goal for the materials to be collected in primary school libraries is to support school curriculum. The library collects both print and non-print, depending on the availability and cost of the information resources. School libraries adopt any one of the following to acquire information resources.

- Purchase
- Gift/donation
- Exchange
- Bequeath
- Legal deposit

Out of the 5 methods, numbers 1-4 are applicable to school libraries. Purchase is considered when the library pays for the resources before acquiring them and gifts come from individuals, National or International organizations or government either solicited or unsolicited. Bequeath comes from personal libraries of philanthropies who give out their resources to a particular library in form of “will” when alive which executed when the owner dies. Exchange is a process of giving out excess copies of books to a friendly library while Legal Deposit is compulsory donation of books to libraries mandated by law. Richard and Oluwakeni (2010) state that the “school library collections are maintained with funds provided and through gift and donations from ministries of Education, Information service centres, philanthropic organizations and parent teachers associations”. The Universal Basic Education (UBE) (2007) guidelines states that in primary schools, 60% of the total collections funds should be used to purchase books cutting across:

- i) Fiction
- ii) Non-fiction

- iii) Newspapers
- iv) Reference
- v) journals

While 40% of the total collection of fund should be used to purchase non-book such as computer software and hardware, audio tapes, video tapes, educational games, and recreational games. In term of hardware, it is recommended that minimum of 10 sets of computers should be provided per school and could be improved gradually. Others are:

- Television sets
- Video recorder/players
- Photocopiers
- CD/DVD players
- Tape recorders
- Generator and digital camera

Materials donated to the library must be relevant and be in conformity with the library collection policy. Also, the donations should be solicited from a credible individuals and organizations. According to Unagha (2008) “resource-sharing offers another approach to the problem of expanding school library services in support of UBE”. The procedure for acquiring resources involves selection and acquisition. NTI Kaduna (2005) defines selection as “the act of carefully selecting the latest relevant books and other resources for the benefit of library users” In order to have a good and balanced selection in school libraries, selection responsibility should be shared among the following people.

- (i) Vice principal/assistant head teacher.
- (ii) School librarian.
- (iii) Subject teachers (one for each subject).

(iv) Parents' representatives (if possible).

(v) Student's representative. (Byass, 2005)

2.5 Factors Affecting the Provision of Information Resources and Services in School Libraries

School libraries play very important role in both primary and secondary education, but very little attention is given to their development. The poor state of school libraries in Nigeria is no longer a news. Surveying the state of school library services in Nigeria, the Universal Basic Education Commission (UBEC) in 2006/2007, selected and monitored four (4) primary schools and five (5) Junior Secondary Schools in each local government of the federation, the committee reported that out of the thirty six(36) states monitored plus Abuja, only Bayelsa state found with functional school libraries to support teaching and learning activities.

The problems of school libraries in Nigeria range from lack of adequate resources, lack of current and up-to-date information resources, lack of qualified library staff, lack of fund, etc. were some of the factors affecting school libraries. Many authors described the state of some school libraries in developing countries like Nigeria as worrisome. Elaturoti (1983) in his study of some secondary school libraries in the western part of Nigeria, says the situation is poor. There were very few or no staff to manage existing libraries. Similarly, Adebamowo (2011) in his study *The Use of Library Resources in Ogun State Secondary Schools*, reveal that none of the school libraries surveyed is manned by a professional, there were no shelves, no cupboards to shelf books. This is in line with the findings of Selba, Akintunde, and Abimiku (n.d) which reveal that in Jos Metropolis, majority of the school libraries had other categories of staff mainly students assistants.

Unagha (2008) states that “effective school library services for the successful implementation of Universal Basic Education (UBE) programme in Nigeria hinges on the facilities that support

library services, materials, personnel and space. Also, James and Okoye (2006) in their study on materials of the school libraries standard concluded that the collection of school libraries in Imo State were inadequate, the non-print were not there talkless of their standard. Similarly, Jika (2009) in his study *Designing Primary School Libraries In Gombe State*, reveals that there are what is called library in some of the school surveyed. Jika further points out that the so called libraries does not meet the standards of school libraries interms of building, staffing and collection.

It is a reality to establish the fact that school libraries in Nigeria are affected with either no librarian, without library at all or no adequate information resources. Jabo and Bande (2012) share the opinion that school libraries in Nigeria are yet to receive the due attention needed as it was spelt out in the country's educational policies. Fayose (2003), Onyebushi (2008), Ajegbomogun and Salaam (2011), Adebamowo (2011) Egesimba, Quadri, Dimka and Ezebuike (2011) describe the problems of school libraries as declining financial support, unqualified personnel, unavailability of information resources, inadequate infrastructure and low level of information technology development. Owate and Iroha (2013) share similar view that lack of materials, personnel and space militate against the use of school libraries under Universal Basic Education (UBE) programme. Aliyu (2013) states that the problems were related to un specified budgetary allocation from the government which in most cases made the school librarians handicap.

Aguolu (2002) identifies five (5) factors affecting the teacher-librarian in selecting information resources for the school library.

- 1) Difficulty of findings books to interest the pupils;
- 2) Lack of knowledge of what books are available;
- 3) Lack of time to select books;
- 4) Lack of consistent policy, leading to inappropriate books being brought;

- 5) Unbalanced by teachers with strong enthusiasims.

He further considered these as factors affecting the acquisition of the resources.

- 1) Foreign exchange restrictions and bureaucratic;
- 2) Procedural difficulty with importing licenses;
- 3) Custom clearance;
- 4) Very long delays in the arrival of ordered materials;
- 5) High cost of the matrials.

2.6 Standards for School Librariesin Nigeria

Thus, the Federal Ministry of Education and Youth Development in (1992) provides the following as minimum standards for school library collections in Nigeria.

1. Books;
2. Pamphlets;
3. Paper cuttings, especially newspapers cutting;
4. Gazettes and other government publications;
5. Atlases, maps, charts;
6. Phono records;
7. Record player;
8. Cassettes, tapes/cartridges;
9. Cassette players;
10. Films, filmstrips;
11. Film projectors;

12. Slides;
13. Pictures, photographs;
14. Realia (specimen of objects)
15. Periodicals including newspapers.

Book Stock

The following types of books should be featured in the collection of every school library.

- a) Reference books
- b) Non-fiction, including textbooks
- c) Supplementary readers (easy to read books)
- d) Fiction (story books, novels, cartoons, etc)

Percentage Representation

For balanced school library collection, the following percentages are recommended for each type of material in the collection.

- a) Primary schools
 - 1) Reference books 5%
 - 2) Non-fiction 20%
 - 3) Fiction/supplementary 60%
 - 4) Audio visual materials 10%
 - 5) Periodicals 5%
- b) Secondary schools
 - 1) Reference books 10%
 - 2) Non- fiction 45%

- 3) Fiction/supplementary 25%
- 4) Audio-visual materials 10%
- 5) Periodicals 10%

Subject to the listed guide, ratio of books per student/pupil should be 4.1 (minimum) and a maximum of five (5) titles per student.

Stock Analysis

1. Works of reference

Libraries collection in this category should consist of the following

- a) Sets of encyclopedias atleast 2 sets (one science one general);
- b) Language dictionaries to cover English, French, Arabic and Nigerian Languages (Hausa, Igbo and Yoruba)
- c) Books of quotations and dictionary of proverbs;
- d) Companion of comprehensive literary works;
- e) Maps and Atlases;
- f) Gazetteers;
- g) Subject dictionaries.

2. Non fiction

Books collections in this group should cover all subjects taught in the school as well as co-curricula and books of general interests, eg photography, accounting, sport, etc.

Percentage representation of each subject depends on the area of emphasis in each school. It is therefore recommended that textbooks in respect of each subject taught in the school must not be less than 2% of the text-books stock in the library.

3. Fiction (story books)

Story books usually contain elements of tradition folk-lore and customs, to make available in every school library both local and foreign fiction materials.

4. Supplementary Readers (easy to read books):

Library collection in this group consists of (retold) abridged editions or introductory versions which present subjects in rather very elementary manner that can be useful to slow learners, such books can be easily identified by their rather large print and sundry illustrations or pictures.

5. Periodicals:-

Magazines and newspapers, periodicals are issued at regular intervals e.g. daily, weekly, bi-monthly, quarterly, bi-annually and annually.

It is recommended that:-

- a) Every secondary school library should have on subscription at least ten (10) different titles of periodicals (excluding newspapers) in various disciplines. While every primary school library should have on subscription at least five (5) different titles of periodicals in various disciplines.

- b) Every secondary school library should have on daily subscription five (5) different Nigerian Newspapers.
- c) Newspapers on subscription should consist of:-
 - i) Local newspapers, that is, produced within the locality one(1) title
 - ii) State government sponsored newspaper where available, e.g. Daily sketch.. one(1) title
 - iii) Federal government sponsored newspaper where available, e.g. Daily times.. one(1) title.
 - iv) Others not listed above two (2) titles
- d) Every primary school library should have on daily subscription two (2) different Nigerian Newspaper (one local, one state, or National where available)

6. Maps and Atlases

It is recommended that each school library (primary or secondary) should have in its collection at least, three (3) different titles of Atlases with the following representations:

- a) The locality, that is, the local government area, the state/or the country where no separate issue have been published;
- b) The continent that is Africa;
- c) The World

7. Books of Quotations

It is recommended that:

- a) Every secondary school library should have at least two (2) different sets of standard books of quotations in its reference collection;
- b) Every primary school library should have at least one (1) standard book of quotations in its collection.

8. Companions: every school library should have companions in its collection.

9. Non-book materials

Every school library should have in its collection the following types of audio-visual materials.

- 1) Pictures, especially of famous personalities, places and events of geographical and historical importance as well as those of natural science objects such as birds, trees, flowers etc.
- 2) Realia, comprising of samples of local arts and crafts, historical objects of natural history such as rocks and metals.
- 3) Newspapers clipping/cuttings;
- 4) Records (phono)
- 5) Tapes and cartridges;
- 6) Slides;
- 7) Films, film-strips;
- 8) Micro films;
- 9) Transparencies, maps, charts, globes etc.

10. Basic Book Collection

It is recommended that libraries in such schools should start with basic collection to which addition can be made annually.

- | | |
|---------------------------------|------------------------|
| a) Enrolments (primary schools) | No of different titles |
|---------------------------------|------------------------|

500 or less	1,000
500 - 1,000	2,000
1,000 - 2,000	3,000
2,000 - 3,000	4,000

a) Enrolments for (secondary schools) No of different titles

500 or less	1,500
500 - 1,000	3,000
1,000 - 1,500	4,000
1,500 - 2,000	5,000
2,000 - 3,000	6,000

Additions to stock, it is recommended that:

- a) In primary schools, addition to stock should be at the rate of one (1) book per annum;
- b) In secondary schools, addition in the library stock should be at rate of one (1) book per student per term or three (3) books per student per annum.

According to the standards the following services should be provided in every school library

- i) Selection and acquisition of library materials
- ii) Organization of stock
- iii) Current Awareness service (CAS)
- iv) Reference services
- v) Circulation (or loan services)
- vi) Production of instructional Materials
- vii) Promotional activities
- viii) Library user education

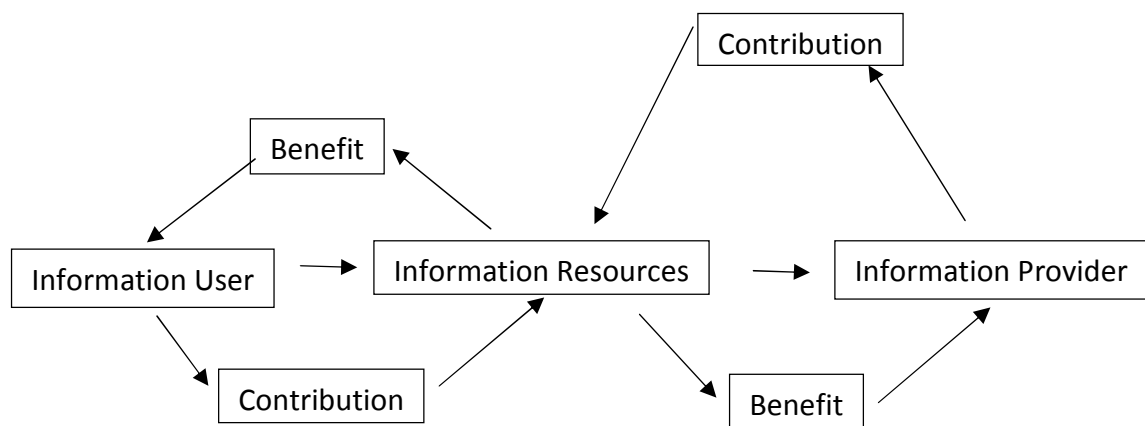
2.7 Theoretical Framework

This study adopted Dual loop model for information resources management. The model was developed by Feng (2008). The model has three entities: (i) information user (ii) information resources (iii) information provider. Feng describes the entity of information user as everyone who associated with information resources by any kind of application. The entity of information resources, can be aligned with the business processes that provide information users with genuine capacity to enable real time, interactive, while information provider entity indicates who collects information being responsible for building up information resources to all kinds of information users in a particular time. Feng (2008) defines information resource management as “comprehensive approach to the collection, storage, process, maintenance and dissemination of electronic information as well as the exchange of information between organization”. Delone and Mclean (1992) state that “Information flows through a series of stages from its production through its use or consumption to its influence on individual and or/organizational performance”. To measure the success of information system, Delone and Mclean (1992) identify and describe the relationships among six critical dimension of information system success. These are:- system quality, service quality, information quality, use, user satisfaction, individual impact and organizational impact. They further observe that researchers focus on the desire characteristics of the information system which produce the information (system quality). Others have chosen to study the information products for their characteristics such as accuracy, meaningfulness and timeliness. Some choose to study information quality by measuring use or user satisfaction. Some researchers are concerned with individual impact while others study the organizational impact.

The dual loop model, according to Feng (2008), has a number of significant improvement in practice of information resource management. First, the model serves as useful communication channel to capture user preference perception and opinion for information resources. In this way, the channel could transmit information to user preference perception and opinion for information resource management. Secondly, if information resource management is aimed with this approach, it can try to ensure that the information resource mannagement delivered what users like and preferred. In turn, information users will benefit and should be satisfied if they can access and information resource that is as pleasant as they thought. Thirdly, based on the continuous an repetitive updating the contributions from information providers, this model can be a way of learning for information resource design in one location and will be implemented to others.

Fig. 1. Dual Loop Model for Information Resources Management by Feng (2008)

This study is primarily concerned with the evaluation of information resources and service provision in primary school libraries. It therefore, adapts the theoretical and conceptual presentation of the model and explores its application in the evaluation of information



resources and services provision in primary school libraries in Gombe State.

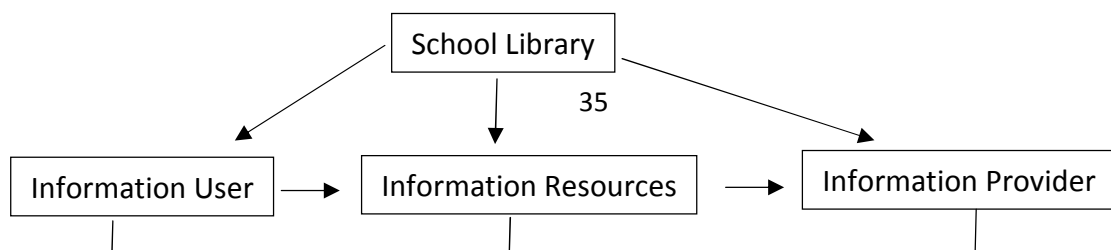




Fig. 2. Adapted from Feng (2008) Model for Information Resources Management

In integrating the Dual loop model to fit information resources and services provision in primary school libraries. Primary school libraries exist to place a wide range of information resources in the hand of end user. The students and teachers need access to an array of information resources print and non-print to support the school curriculum, to achieve these ends, teacher-librarians as information providers are responsible for the selection, acquisition, organization and dissemination of information to end users, teachers and students.

2.8 Conceptual Framework

In this study, a number of published literatures were critically examined and analysed. From the analysis of the existing literatures, several factors which remain eminent in the information resources and service provision in school libraries were identified, defected and described in relation to Dual Loop Model of Information Resources Management adapted in the study. For example, in the Dual Loop Model for Information Resources Management, issues like types of information resources print and non-print, selection, acquisition, organization and dissemination of information, were not taken care as of necessary requirement for management of information resources, hence the need for modification of the model to suit this study.

Primarily, the study focused on selection, acquisition, organization and dissemination of information resources in primary school libraries. The usefulness of a school library depends upon the richness of information resources that they contain. The collection needs to be balanced in terms of grade levels, subject area and format to meet the needs of all users not for few. These include, books, periodicals, newspapers, magazines, pamphlets, documents, pictures, maps, non-print media such as transparencies, slides, records, audio cassettes, microfiches, microfilms, filmstrips, video cassettes, computers, etc. to meet the yearning of its users.

In this generation of information explosion, the educational system emphasis now shifted from teacher centred to child centred, primary schools are not exceptional. The aim of primary education in Nigeria according to National Policy on Education (2004) is to inculcate permanent literacy and numeracy, and ability to communicate effectively, the teaching methods are flexible they include learning by discovery, exploration and experimentation. The most basic assumption is that school libraries are open social system that must provide information resources and services as stipulated in the National Policy on Education under educational services. These facilitate in the achievement of primary school educational goals. According to Fayose, (2003) “it is from the use of school library that children can realize that the acquisition of certificates is not the sole purpose of education or information seeking.” The traditional narrow range of learning materials is no longer because of the explosion of the information resources. The digital age has not simply changed the nature of resources and information, it has transformed several basic educational, social, political, economic and cultural development of society.

In this era, the teaching method has changed, from traditional to resource-based learning model. Abikun, Akinfolarin and Alimi (2011) observe that “students learning outcome is not likely observed without using appropriate resources effectively. Resource-based learning

provides effective method of dealing with information overloaded. Chang (2007), describes it as learning model in which students learn as a result of interaction with a variety of information resources rather than conventional classroom disposition. Resource-based learning will facilitate in the provision of expertise knowledge to students on how to access, evaluate and use the information resources for lifelong learning. To support this, it is the duty upon the school library to ensure users are provided with adequate and upto date information resources, the technology and the professional library staff to give children the skills and the tools they need. In this regard, school libraries are expected to select, acquire and organize different categories of information bearing resources in the school libraries to meet the 21st century.

Consequently, the researcher proposes a conceptual framework in which these factors identified from the literature could be considered in line with the theoretical assumption of Dual Loop Model of Information Resources Management. These factors, if considered holistically, will provide effective information resources and services provision in primary schools libraries. Hence the proposed framework will guide the researcher to carry out the study.

2.9 Summary of the Review and Uniqueness of the Study

From the above literature reviewed, it shows that the concept of school library has been defined in different ways by various scholars at various time. This received the attention of scholars such as Owoeye (2011), Ademobawo (2011), etc. They define school library as a building located in primary and secondary schools where print and print resource are organized for the use of students and teachers. While others like Petters and Ottong (2012), Eze and Ugwu (2011), describe it as a place where many experiment are conducted. Considering the importance of school libraries in the educational development of childrens, scholars like Unagha (2011), Ose and Okoedion (2012) are of the view that school libraries

help children to enjoy reading, learning, and using library resources as life long habit, as they identified it as a system for integration with school curriculum.

The review also identify the types of information resources and types of information services providec in school libraries. Some scholars like Egesimba, quadri, Dimkpa and Ezebuike (2011). Byass (2005) describe the information resources as print and non print, the print involves reference books, non reference books and serials and that of non-print comprises of audio, visual and audio-visual materials. On the aspect of information services which received the attention of scholars such as Ogunmodede and Adio (2011), they describe the services as selection, acquisition, organization and dissemination of information to users, some like Igwe and Kolawole (2011) categorise the services into three main broad categories that is the provision of materials to users, making materials available to users and reference services. On the part of information resources acquisition, the literature describe the processes as purchase, gift/donation, bequearth, exchange or legal deposit. Such scholars like Fayose (2003), Onyebushi (2011), Ajegmbomogun and salaam (2011), Ademobawo (2011), described the factors affecting the provision of the resources and services in primary school libraries, as declining financial support, lack of qualified library staff to make appropriate selection and acquisition, lack of consistent policy, among others. The literature are reviewed in relation to concept and importance of school libraries, types of information resources in school libraries, types of information services in school libraries, procedures for acquiring information resources in school libraries, factors affecting the provision of the information resources and services in school libraries and minimum standards for school libraries in Nigeria.

The chapter concludes by identifying the theoretical and conceptual basis of the study. Based on the literature reviewed, it has been found that most of the studies conducted on school libraries, were concentrated on secondary school libraries, such as the studies of Elaturoti (2004), Adetoro (2004), Adamu and Sule (2011), Eghosa (2011), Busayo (2012), Adebomowo

(n.d), Yusuf (2013), Owate and Iroha (2013), among others. While some concentrated on school libraries in general, such includes the studies conducted by Aniebo (2006), Jabo and Bande (2012), Ose and Okoedion (2012), Petters and Ottong (2012), Aliyu (2013), etc. The studies of Uto (2001), Unagha (2008), Onyebushi (2008), Sote, Aramide and gbotoso (2011), etc, combine primary and junior secondary school libraries together. Little attention was given to primary school libraries. The studies which the researcher came across directly on primary school libraries were the studies of Usoro and Usanga (2007) and Jika (2009).

Against the aforementioned, this study is unique as it reduces the empirical gap established, from the critical examination of the literature. The study evaluated the information resources and services provision in primary school libraries from the holistic perspective. This study is also unique in terms of its methodological approach. A combination of data collection techniques of interview, observation and documentary sources were used as instrument for data collection, while most of the previous studies conducted on school libraries employed quantitative research methodology and survey research design using questionnaire and simple frequency, counts and percentages in analysing data. Hence, this study is unique in its nature as it tries to add value to the existing literature by adopting, modifying and proposing new theoretical framework of action guiding the evaluation of information resources and services provision in primary school libraries.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section presents the procedures adopted for the collection of data for the study from the following sub-topics.

3.1 Choice of Research Design

3.2 Research Setting

3.3 Preliminary Study

3.4 Population of the Study

3.5 Subject of the Study and Justification

3.6 Sampling Technique

3.7 Sample Size

3.8 Instrument for Data Collection

3.9 Thrustworthness of the Interview Guide

3.10 Administration of Reseach Instrument

3.11 Method of Data Analysis

According to Jen (2002) Research methodoly explains what the data consist of and how data were collected, organized and analysed. Research methodology explains how the research was accomplished. This study employed qualitative research methodology. Wyse (2011) states that qualitative research is used to gain an understanding of underlying reasons, opinions and motivation. The reason for adopting the methodology is because it has the advantage of

allowing the researcher to rely on the views of participants, ask broad and general questions, collect data consisting largely of words (text) for themes and conduct the enquiry in a subjective biased manner. Qualitative studies have merit in that they provide broad general theories that can be examined in future research (Ibrahim, 2013).

3.1 Choice of Research Design

Narrative research design was employed for the purpose of collecting data for this study. This is because of the certain advantages it has for collecting relevant data for studies of similar designs. Narrative research design is the best for capturing the detailed stories or life experiences of individuals. The approach provides the researcher with organizational structure designed to be responsive to analysis. Ferdinand (n.d.) states that narrative research is about stories of life experience, study participants are asked in long interviews to give detailed account of them and their story rather than to answer a predetermined list of questions. Narrative research record the stories using interview, observation, documents and images.

Based on the above advantages and nature of narrative research design therefore, and given the design of this study; it has become imperative to use the format in the study because it enables the researcher to evaluate the information resources and services provision in primary school libraries in Gombe State. It also enables the researcher to gather and analyze responses of participants on the pertinent issues from the sample respondents of the study and draw appropriate conclusion.

3.2 Research Setting

The research was conducted among the public primary schools identified with school libraries in Gombe State. Gombe State was created in October 1996, by the then Head of State, General Sani Abacha. The state has eleven(11) Local Government Areas with three Senatorial Districts, namely, Gombe North, South and Central. The major tribes in the state are Fulfulde, Bolewa, Tera, Tangale, Waja. Gombe State lies in the centre of the North-East geopolitical

zone of Nigeria. It shares a common boundary with all the other states in the zone namely Adamawa, Bauchi, Borno, Taraba and Yobe. The State occupies a total land area of about 20,265sq. Km. Gombe State has two distinct seasons: The dry season (November to March) and wet season (April to October). Average rainfall is 850mm. The predominant occupations in the state are farming, cattle rearing, trading, blacksmith, Tailoring, weaving, fishing etc. The state had six higher educational institutions, these include Federal University Kashere, Gombe State University, Federal College of Education, Federal College of Horticulture, School of Nursing and School of Health Technology, and numerous primary and secondary schools for educational services. On the information services, the state has Library Board and other information centres located in the state headquarters and other branches in some local government in order to educate, inform and provide recreational activities to the society. The (2006) census returned a population of 2,174,118 people in Gombe State. This study is set to investigate the information resources and services provision in public primary schools libraries in the state.

3.4 Preliminary Study

The researcher conducted a preliminary study at the State Universal Basic Education Board (SUBEB). The Board is a body that is responsible for the establishment, supervision and maintenance of primary school libraries in the State. A letter to the board describing the nature of the study and its purposes was written seeking permission to conduct the study, approval was granted by the Chairman instructing the Director of Schools Services and Director Planning and Statistics to provide the required assistance to the researcher. The two Directors provided all the basic information needed by the researcher in respect of these.

The purpose of the preliminary study was to determine the population of the study and also to find out if the State Universal Basic Education Board comply with the requirements of the

recommended minimum standards for school libraries in Nigeria as stipulated by the Federal Ministry of Education and Youth Development in 1992. (see appendix D)

3.4 Population of the Study

Population refers to all possible members of a category and from which sample is drawn. NTI Kaduna (2007) defines population as the “entire group of persons, objects, or events whose characteristics are being studied”. Based on the preliminary study conducted in relation to this study, it was established that Gombe state has fifty one (51) public primary school libraries, scattered across the three (3) Senatorial Districts namely Gombe North, Gombe South and Gombe Central. Therefore, the population of the study comprised of primary and secondary population. The primary population comprised the fifty one (51) public primary schools that identified with school libraries in the State, while the secondary population comprised the teacher-librarians of those primary schools that are identified with school libraries in the State. Table 3.1 present the names of the fifty one (51) primary schools, their students enrolment, teachers as well as their teacher-librarians.

Table 3.1 public primary schools with school libraries in Gombe State

S/N	LGEA	PRIMARY SCHOOLS	STUDENTS ENROLMENT	TEACHERS	LIBRARY STAFF
1	Dukku	Dukku Central	1006	52	4
2		Hashidu	510	25	1
3		Zange	124	6	1
1	Gombe	Hassan Central	3943	102	3
2		Muazu	2958	118	1
3		Herwagana	1618	105	2
4		Jauro T/wada	2199	139	1
5		Jekadafari	2033	84	2
6		Abubakar Umar	1608	131	4
7		Jalo Waziri	2259	119	3
8		Nasarawo	1238	44	2
9		Sabon Garin Nasarawo	834	33	3
10		Pantami	4650	103	2
1	Funakaye	Bajoga Central	2408	73	4
2		Bajoga II	2102	63	3
3		Bage	967	21	1
4		Tongo	914	42	1
1	Kwami	M/Sidi Central	726	44	3
1	Nafada	Nafada Central	584	63	2
1	Akko	Kumo Central	2004	102	4
2		Bogo	1893	17	1
3		Kumo Jauroji	2128	65	3
4		Akkoyel	2056	81	1
5		Garin Liman	2267	43	1
6		Model	665	44	2
7		Pindiga	854	53	1
8		Tumu	508	37	1
9		Kashere	1318	78	1
10		Kalshingi	1608	69	1
11		Kaica Barunde	451	16	2
12		Akko	902	16	1
13		Bula	374	19	1
1	Yamaltu Deba	Deba Central	1210	41	3
2		Bello Central	1001	38	3
3		Zambuk	653	58	1
4		Kwadon	1304	69	1
1	Balanga	Lip Talasse	889	39	1
2		Bormi	479	54	1
3		Bangu	333	25	1
1	Billiri	Billiri Central	2418	64	3
2		Ibnola	801	72	3
3		Baganje	560	29	1
4		Tal	662	34	1
1	Kaltungo	Termana	464	47	2
2		Nasarawa	756	46	3
3		Kaltungo Pilot	909	37	2
4		Galadima/Yiri	439	41	3
5		Ture Pilot	581	49	1

1	Shongom	Boh	540	32	1
2		Lapan	413	35	1
3		Pero	459	47	1
	Total	51	46,504	2,516	96

Source: Gombe (SUBEB) 2014 Statistics for primary schools with libraries.

3.5 Subjects of the Study and Justification

The subjects for this study comprised of teacher-librarians in public primary schools that identify with school libraries in Gombe State. Teacher-librarians are the information resources managers and service providers in public primary school libraries in the State, they play the role of selection, acquisition, organization and dissemination of information to teachers and students. They also preserve and conserve knowledge, that justify their selection as subject for the study.

3.6 Sampling Technique

For the qualitative data, a purposive sampling technique was used to select the institutional respondents used in the study. Jen (2002) in purposive sampling samples are picked and study either because of accessibility, convenience or simply because they satisfy the researchers specific needs. Purposive sampling is one in which a surveyor tries to create a representative sample without sampling at a random. (List, 2007).

For the purpose of this study, sample were selected using Senatorial Districts. Through the use of Senatorial District, the researcher was able to select sample that satisfies his interest and specific needs. Out of the eleven (11) Local Government available in the State, the researcher purposely selected eight (8) Local Governments, three (3) from Gombe North, three (3) from Gombe South and two (2) from Gombe Central Senatorial District, participants were selected by virtue of interest, convenience and accessibility of the Local Governments and primary schools under study by the researcher.

Thus, thirty (30) primary schools were selected from the eight (8) sample Local Governments, ten (10) from each Senatorial District. (see table 3.2) From there, the researcher then picked

one teacher-librarian preferably heads of the primary school library as participant (interviewee) for the study, unless where necessary, the head substituted with any available staff in the library.

Table 3.2 Sample Size

Gombe North Senatorial Senatorial District			
S/N	Name of Primary School	LGEA	TEACHER LIBRARIAN
1	Abubakar umar Memorial	Gombe	1
2	Hassan Central Primary School	Gombe	1
3	Jauro T/wada Primary School	Gombe	1
4	Jekadafari Primary School	Gombe	1
5	Jalo Waziri Primary School	Gombe	1
6	Herwagana Primary School	Gombe	1
7	Dukku Central Primary School	Dukku	1
8	Hashidu Primary School	Dukku	1
9	Zange Primary School	Dukku	1
10	M/Sidi Central Primary School	M/Sidi	1
Gombe South Senatorial District			
1	Billiri central primary school	Billiri	1
2	Ibnola Primary School	Billiri	1
3	Tal Priimary School	Billiri	1
4	Termana Primary School	Kaltungo	1
5	Nasarawa Primary School	Kaltungo	1
6	Kaltungo Pilot Primary School	Kaltungo	1
7	Galadima Yiri Primary School	Kaltungo	1
8	Boh Primary School	Shongom	1
9	Lapan Primary School	Shongom	1
10	Pero Primary School	Shogom	1
Gombe Central Senatorial District			
1	Kumo Central Primary School	Akko	1
2	Kumo Jauroji Primary School	Akko	1
3	Pindiga Primary School	Akko	1
4	Tumu Primary School	Akko	1
5	Kashere Primary School	Akko	1
6	Akko Primary School	Akko	1
7	Akkoyel Primary School	Akko	1
8	Kwadon Primary School	Yamaltu Deba	1
9	Deba central Primary School	Yamaltu Deba	1
10	Bello Central Primary School	Yamaltu Deba	1

3.7 Sample Size

A sample is a portion of the total population under study. According to Ibrahim (2013) “if the population is too large for the researcher to survey all of its members, a small, but carefully chosen sample can be used to represent the population.” The size of the sample depends on the purpose of the study, data collection methods, and the style of research. The sample size for the study comprised of thirty (30) teacher-librarians drawn out from the three (3) senatorial districts in the State, as presented in table 3.2 above.

3.8 Instrument for Data Collection

Data collection requires different types of instruments such as structured and unstructured interviews, questionnaire, observation, among others. According to Ibrahim (2013), procedure for data collection means “The way(s) the researcher wishes to adopt in order to collect data for the study.” The data collection instrument adopted in this study was interview. NTI Kaduna (2005) views interview as face to face interaction between the interviewer and the interviewee. There are various steps in conducting interview as identified by Creswell (2008) which the researcher used in justifying the research findings.

1. Identify the interview
2. Determine the type of interview to be used;
3. Taking brief notes;
4. A quite, suitable place for conducting the interview;
5. Before the interview, consent of the respondent should be obtained;
6. Have a plan and be flexible and good listener
7. Will be courteous and professional when the interview is over.

For the purpose of this study, structured interview was used as instrument for data collection to answer the research questions. Under this, a list of alternative responses were provided for

respondents to choose. (see appendix E). Also observation and documentry sources were used to illicit information that supplemented the data collected from the structured interview.

During the interview, content were captured using recording equipments in two ways, where respondents consented and not willing to be recorded, notes were taken, where recording was permitted by respondent still notes were taken as technical error could occur with the recording devices. Prior to the administration of the interview, some interviewees were contacted via telephone requesting for appointment to conduct interview with them. The research questions were the main themes guiding the interview. The interview schedule/guide was divided alphabetically into eight (8) sections/themes (A-H)

Session A: Contains five (5) items on Demographic Characteristics of the respondents

Session B: Contains six (6) items on types of information resources provided

Session C: Contains two (2) item on types of information services offered

Session D: Contains one (1) item on procedures for acquiring the information resources

Session E: Contains one (1) item on factors affecting the provision of the resources

Session F: Contains one (1) item on factors affecting the provision of the services

Session G: Contains six (6) items on meeting minimum standards in relation to collection

Session H: Contains one (1) item on meeting minimum standards in relation to services

3.9 Trustworthiness of the Interview Guide

The interview schedule/guide went through content validity by professionals that are knowledgeable in qualitative methodology research. The reason for this was to ensure that the interview guide or questions asked were simple, clear, relevant, adequate and most appropriate to the literature reviewed and the research questions for this study. The checking

is an important tool for establishing trustworthiness, the essence of this is to ensure that the questions measure what they were supposed to measure and can be replicated and yield the same results provided as long as the situation has not changed drastically. According to Ibrahim (2013) validity refers to the truthfulness of a measurement.

3.10 Administration of Research Instrument

The researcher obtained letter from the State Universal Basic Education Board (SUBEB) granting permission to conduct the interview. The researcher personally visited all the selected schools and administered the interview to all respondents, so as to allow confidentiality and clarification where necessary to explain the meaning of item(s) that may not be clear to the respondents. The interview was conducted in the premises of the primary school library buildings, in some instance prior to the conduct of interview the researcher went round the school library together with the teacher-librarians for eye witness and personal observation. The dates and time of the interview conducted in each primary school were presented in chapter four under table 4.1.

3.11 Method of Data Analysis

Various techniques for the analysis of qualitative research are available some of these are content analysis, grounded theory, and thematic analysis. The current study used thematic analysis to analysed data gathered. Thematic analysis according to Broun and Clarke (2006) “is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail” The researcher adopted the technique because the technique consider a detailed and systematic description of the information content of communication. The conceptual framework guided the data collection process.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the data analysis and interpretation of the findings from the data collected. Precisely, there were five research questions which were derived from the research objectives of the study. Data were generated through structured interview using structured questions and observation. The data was thematically analysed. The themes used are presented in item 4.2.

4.2 Main Themes

1. Information Resources Provision
2. Information Services provision
3. Procedure for acquiring information resources
4. Factors affecting the provision of information resources and services
5. Meeting minimum standards for school library collection and services

These themes represent the five research questions drawn from objectives of the study.

To ease the presentation, interpretation and discussion of findings coding of participants was used, as presented in table 4.1

Table 4.1: Coding of Participants

Name of Senatorial District	Interviewee	Code for Participants	Gender	Educational Qualification	Working experience	Age of participants	Date and Time of Interview
Gombe North Senatorial District	Teacher Librarians	A1	Male	NCE	8	33	16/10/15: 8: 30- 9: 32
		A2	Male	NCE	7	36	16/10/15:10:30-11: 36
		A3	Male	NCE	10	31	17/10/15: 8:33-10:00
		A4	Male	NCE	14	36	17/10/15: 10:30-11:15
		A5	Male	NCE	18	37	18/10/15: 8:30-9:33
		A6	Male	NCE	5	30	18/10/15: 10:00-11:10
		A7	Male	Diploma	9	31	19/10/15: 8:30-9:30
		A8	Male	SSCE	7	30	19/10/15: 10:00-11:02
		A9	Male	NCE	5	23	20/10/15: 9:15-10:20
		A10	Male	NCE	15	41	22/10/15: 10:12-11:00
Gombe South Senatorial District	Teacher Librarians	B1	Female	NCE	18	38	26/10/15: 9:00-10:02
		B2	Male	SSCE	11	30	26/10/15: 10:30-11:30
		B3	Male	NCE	5	27	27/10/15: 9:20-10:15
		B4	Male	NCE	12	29	28/10/15: 9:05-10:16
		B5	Male	NCE	6	30	28/10/15: 10:30-11:20
		B6	Male	NCE	3	22	29/10/15: 9:00-10:15
		B7	Male	NCE	10	29	29/10/15: 10:00-11:05
		B8	Female	NCE	13	40	2/11/15: 9:10-10:13
		B9	Male	NCE	4	25	2/11/15: 11:00-11:56
		B10	Male	NCE	3	26	3/11/15: 9:20-10:25
Gombe Central Senatorial district	Teacher Librarians	C1	Male	Diploma	14	39	4/11/15: 9:00-10:02
		C2	Male	NCE	20	45	4/11/15: 10:30-11:29
		C3	Male	NCE	11	37	5/11/15: 8:10-9:00
		C4	Male	NCE	6	34	5/11/15: 9:30-10:25
		C5	Male	NCE	13	38	6/11/15: 8:45-9:40
		C6	Male	NCE	20	42	6/11/15: 8:50-9:38
		C7	Male	NCE	18	43	9/11/15: 10:05-11:03
		C8	Male	NCE	16	29	9/11/15: 10:20-11:07
		C9	Male	SSCE	7	30	11/11/15: 8:40-9:32
		C10	Female	NCE	12	36	11/11/15: 9:00-10:15

Table 4.1 presents coding of participants based on the number of participants that participated in each of the three senatorial districts namely Gombe North, Gombe South and Gombe Central. All interviewees that participated from Gombe North were Coded **A1-A10**, Gombe South were coded **B1-B10**, while Gombe Central were coded as **C1-C10**.

4.3. Response Rate

A total of thirty (30) Participants were drawn out from fifty one (51) public primary schools identified with school libraries scattered across the three senatorial districts in Gombe State. All the thirty (30) respondents were interviewed by the researcher which provided (100%) response rate.

Question 1: The researcher wanted to find out the names of the primary schools and the local governments of the interviewees. Answer to this question is already reported in table 3.2. Information about the gender of the participants is also reported in table 4.2.

Question 2: Gender

4.2: Gender of Interviewees

S/N	Gender	Response
1	Male	27
2	Female	03
Total		30

Table 4.2 shows the gender characteristics of teacher-librarians in the three senatorial districts in the state. Twenty seven(27) of them were males, while three(3) were females. From the result of the interview, it can be established that majority of the participants in the study were males.

Question 3: What is the age range?

Table 4.3: Age Range of Interviewees

Age Range of Participants	Response
22-29 years	08
30-39 years	17
40-49 years	05
Above 50 years	-
Total	30

Table 4.3 shows the age range of teacher-librarians, eight(8) were between the age range of 22-29 and seventeen(17) were between the age range of 30-39, while, five(5) were between

40-49. This reveal that majority of the respondents were between 30-39 years. This signifies that the participants were at their active service age.

Question 4: For how long have you been working in primary school library?

Table 4.5: Working Experience of Interviewees

Working experience of participants	Response
1-5 years	06
6-10 years	08
11 years above	16
Total	30

Table 4.5 presents years of working experience of participants which shows that six (6) indicated that they had 1-5 years working experience as teacher-librarians, and eight(8) indicated that they had 6-10 years while, sixteen(16) indicate that they had 11 years and above. This shows that majority of the participants have 11 and above years of working experience in primary schools libraries. This signifies that the participants had adequate working experience to provide adequate responses to the research questions.

Question 5: What is your educational qualification?

The question attempts to find out the educational qualification of the interviewees.

Table 4.4: Educational Qualification of Interviewees

Qualification	Response
N.C.E.	25
Diploma	02
Grade II	-
SSCE	03
Total	30

Table 4.4 provide educational qualifications of participants. Twenty five(25) indicate that they hold N.C.E other two (2) indicate they hold Diploma while, three(3) indicate that they have SSCE. This shows that majority of the participants were N.C.E holders and it is assumed that

any N.C.E. holder might have attended use of library skills and therefore, has the basic knowledge of use of library to enable him response to the questions accordingly.

4.4: Types of Information Resources

B:-This section comprises of five (5) questions which are inline with the research questions and objectives of the study. Here, the researcher wants to determine whether the school libraries have information resources and also to find out types of reference, non-reference, print and non-print information resources available in the school libraries.

Question 6: Do you have information resources in your primary school library?

Response

In responses to the above question, the data obtained from the participants **A1-A10** then **B1-B10** and **C1-C10** indicate “yes” they have information resources in their school libraries. This reveal that information resources were provided in all the school libraries in the (3) three senatorial districts.

Question 7: What types of reference information resources does your primary school library provide?

Response

In response to the above question, participants, **A1, A2, A7, B1, B4, B5** and **C1, C9, C10** indicate that they have language dictionaries covering English and Hausa, they have maps and atlases. Others to include are globes and charts while participants **A3, A4, A5, A6, A10**, also **B6, B7, B3, C2**, and **C6** indicate that their primary school libraries have only maps and atlases and participants **A8, A9, B2, B8, B9, B10, C3, C4, C5 C7** and **C8**, indicate that they do not have any reference materials.

The researcher personal observation also shows that important reference information resources,like dictionaries of proverbs, books of quotations, companions, Gazatteers, subject

dictionaries etc. were not provided in all the school libraries in the three (3) Senatorial Districts, which is contrary to the provision of the minimum standards.

Question 8: What types of non-reference information resources does your primary school library provide?

Response

All participants in **A1-A10** then **B1-B10** and **C1-C10** indicate that they have **non-fiction books** in their primary school libraries which include textbooks in Mathematics, English, Agric Science, Social Studies, Integrated Science, Hausa, Health Science, etc. In terms of **fiction books**, participant **A1, A7, A4, A6, A5, A3, A2, B1, B4, B5, B6, B7** and **C1, C2, C9 and C10**. Indicate that they have copies of fiction books in their collections. Other participants including participants **A8, A9, A10, B2, B3, B8, B9, B10**, and **C3, C4, C5, C6, C7** and **C8** indicate that they do not have fiction books. In regard to **supplementary readers**, respondents **A1, A2, A7, B1, B2, C1, C2, C9** and **C10** reveal that their school libraries provide supplementary readers, while participants, **A3, A4, A5, A6, A8, A9, A10, B3, B4, B5, B6, B7, B8, B9, B10, C3, C4, C5, C6, C7** and **C8**, indicate that their school libraries do not provide supplementary readers.

The researcher observes that majority of non-reference materials provided in the school libraries in the three (3) Senatorial Districts were mostly textbooks related to subjects taught in the primary schools that is non-fiction. But Fiction and supplementary books were provided in few copies and in few school libraries. This is contrary to the requirements of the minimum standards which state that in every school library, fiction/supplementary books should be provided more than the non-fiction books.

Question 9: What types of serials information resources does your primary school library provide?

Response

In response to the question, all the participants in **A1-A10** then **B1-B10** and **C1-C10** in the three (3) senatorial districts indicate that their primary school libraries do not subscribe to serials information resources. This reveals that none of the public primary school library in the three Senatorial Districts in the state subscribes serials materials for the use of students and teachers. The researcher also observed that none of the school libraries under study have any magazine, newspaper or journal for the use of teachers and students. While the minimum standards state that periodicals materials should be provided in every school library.

Question 10: What types of non print information resources does your primary school library provide?

Response

In response to question on non-print information resources provided, it is only participants **A7** that indicates that their school library have computer and printer for the use of students. All other participants **A1-A6 A8, A9** and **A10** then **B1-B10** and **C1-C10** in the three (3) senatorial districts indicate that their school libraries do not provide any non-print information resources for the use of students and teachers.

Even in **A7**, where computer and printer is provided, the researcher observes that they were not functioning. This indicates that the opportunity for pupils in primary schools to use Information and Communication Technology (ICT) at early stage of their education in the three (3) Senatorial Districts were limited. While the minimum standards state that audio, visual, and audio-visual materials should be provided in every school library.

4.5: Types of Information Services Offered by the School Library

C:-This section contains two (2) questions which were designed inline with the research questions and objectives of the study. Here the researcher wants to find out the types of information services provided in the primary school libraries and also to find out if the primary schools include library hours in their time table.

Question 11: What types of information services does your primary school library provide?

Response

In response to the question on information services provided, all participants **A1-A10** and **B1-B10** also **C1-C10** in the three (3) senatorial districts indicate that they provide circulation services through lending books to students, learners were given opportunity to borrow books for home use for a specific period of time as prescribed by the teacher-librarians. Another type of service provided by the primary schools libraries as indicated by participants **A2, A4, A8, A9, A10, B1, B2, B5, B8** and **C1, C2, C9, C10** was user education services, the user education services provide focus on helping learners understand how to locate and access the library's resources.

Question 12: Do you have library hours in your school time table?

Response

In response to the above question, all participants **A1-A10** also **B1-B10** then **C1-C10** in the three (3) Senatorial Districts indicate that they do not have school library hours in their time table. This reveals that students in primary schools in the state were not encouraged to use the school library resources.

The researcher observed that at the point of conducting the interview in all the primary school libraries visited in the three (3) Senatorial Districts, none of the teachers or students found using or coming to the library in search of information. This signifies that their value in educational development was not realized by the students and teachers in primary schools in the state.

4.6: Procedure for Acquiring Information Resources in Primary School Libraries

D:-This section contains one (1) question which is inline with the research questions and objectives of the study. Here, the researcher wants to find out ways through which school libraries acquired their information resources.

Question 13:What are the procedures for acquiring information resources in your primary school library?

Response

The responses received in regard to the question on procedures for acquiring information resources from all participants **A1-A10** also **B1-B10** and **C1-C10** in the three Senatorial Districts indicate that all the information resources available in their school libraries were provided by Universal Basic Education Commission and State Universal Basic Education Board only. Other sources such as purchase, gift/donations or exchange are not utilized as means of acquiring information resources to the libraries. This signifies that school libraries in the state do not acquire information resources on their own for the use of their users.

This contradicts the provision of the minimum standards which states that “materials should be acquired for the school libraries mainly through direct purchase from publishers and their agents. Gift and exchange of publications are other possible medium for acquiring very useful materials for library users”.

4.7: Factors Affecting the Provision of Information Resources in the School Library

E:-This section contains one (1) question which is inline with the research questions and objectives of the study.

Question 14: What are the factors affecting the provision of the information resources in your school library?

Response

In response to the above question, all the participants **A1-A10** then **B1-B10** and **C1-C10** indicate that the major factor affecting the provision of the information resources in primary school libraries in the state is lack of funds to acquire the information resources.

4.8: Factors Affecting the Provision of Information Services

F: This section contains one (1) which is inline with the research questions and objectives of the study. Here, the researcher wants to identify factors affecting the provision of information services in the school libraries.

Question 15: What are the factors affecting the provision of the information services in your school library?

Response

All the participants **A1-A10**, **B1-B10**, **C1-C10**, in the three Senatorial Districts indicate that lack of qualified staff is the major factor affecting the provision of the information services. The researcher also observes that there is a problem of insufficient physical facilities for library operation and instruments for cataloguing and classification of the information resources.

4.9: The Extent to which the Information Resources Provided Match the Standards.

G:-This section contains six (6) questions which are inline with the research questions and objectives of the study. Here, the researcher wants to find out whether the information resources provided commensurate with the students enrolments and also to find out the extent to which the reference books, non-fiction, fiction/supplementary readers, audio-visual materials and periodicals provide match with the minimum standards. Below are the requirements for primary school library collection.

- Reference books 5%
- Non-fiction 20%
- Fiction/supplementary readers 60%
- Audio-visual materials 10%
- Periodicals 5%
- Total 100

Question 16: Does the information resources provided in your primary school library match the pupils enrolments?

The requirements of the minimum standards are:-

Table 4.6: Pupils Enrolments and No of Different Titles to be Provided

Pupils enrolments	No of different titles to be provided
500 or less	1,000
500 – 1,000	2,000
1,000- 2,000	3,000
2,000- 3,000	4,000

Response

Participants **A1-A10, B1-B10, C1-C10** in the three (3) senatorial districts indicate that the information resources do not correspond with the pupils enrolments in the primary schools, by far, the pupils enrolments out numbered the titles provided. This indicates that primary school libraries in the state do not comply with the provision of the minimum standards.

Question 17: Are the reference books provided in your school library upto 5% of the total collection of your school library?

The requirements of the minimum standards in relation to reference books include:-

- Set of encyclopedia atleast two sets (one set sciences and general)
- Language dictionaries to cover English, Hausa, Igbo, Yoruba, Arabic and French
- Maps and Atlases
- Gazetteers
- Globes and charts
- Dictionaries of proverbs
- Books of quotations
- Companions
- Subject dictionaries

Response

Participants **A1-A10, B1-B10, C1-C10** in the three (3) Senatorial Districts indicate that the reference information resources provided in their primary school libraries were not upto 5% of the total collection as required by the minimum standards. This indicates that the reference information resources provided in the school libraries do not match with the standards.

Question 18: Are the non-fiction books provided in your school library upto 20% of the school library total collection?

Response

Participants **A1-A10, B1-B10, C1-C10** in the three (3) Senatorial Districts indicate that the non-fiction information resources provided in their school libraries were upto 20% of their total collections. This reveals that the non-fiction books provided in the school libraries match with the standards.

Question 19: Are the fiction/supplementary readers provided in your school library upto 60% of the school library total collection?

Response

All participants **A1-A10, B1-B10, C1-C10** from the three (3) Senatorial Districts show that the fiction/supplementary books provided in their school libraries were not upto 60% of their total collection. This indicates that the fiction/supplementary readers provided in the school libraries do not match with the provision of the minimum standards.

Question 20: Do the audio-visual materials provided in your school library upto 10% of the total collection of the school library?

The requirements of the minimum standards in relation to audio-visual materials include:-

- Pictures of famous personalities, places etc.
- Realia comprising of samples of local arts and crafts, historical objects of natural history such as rocks etc.
- Records
- Tapes and cartridges
- Slides films, filmstrips, microfilm
- Audio cassettes
- Instructional media/Radio,TV, DVD, CD-ROM video
- Computers, printers, internet etc.

Response

Participants **A1-A10, B1-B10, C1-C10** in the three (3) senatorial districts indicate that the audio-visual materials were not even provided in the school libraries takless of meeting 10% of the total collection as required. This indicates that the school libraries in the state do not comply with the provision of the minimum standards.

Question 21: Do the periodicals provided in your school library upto 5% of the total collection of your school library?

The requirements of the minimum standards in relation to periodicals materials include:-

- Periodicals
- Magazines
- Newspapers

Response

All the participants in **A1-A10, B1-B10, C1-C10** in the three (3) senatorial districts indicate that periodicals were not provided in their school libraries takless of meeting 5% of the total collection. This reveals that school libraries in the state do not meet up with the requirements of the minimum standards.

4.10: The extent to which the information services provided match the standards

H: This section contains one (1) question which is inline with the research question and objectives of the study. Here, the researcher wants to identify the extent at which the information services provided in the school libraries match the standards.

Question 22: Are the information services provided in your school library match the standards?

The following were requirements of the minimum standards for school library services in Nigeria.

1. Selection and acquisition of library materials
2. Organization of stock
3. Current awareness services (CAS)
4. Reference services
5. Circulation (or loan services)
6. Production of instructional materials
7. Promotional activities
8. Library user education

Response

Participants **A1-A10**, then, **B1-B10** and **C1-C10** in the three (3) senatorial Districts indicate “No” which signifies that the services provided in primary school libraries in Gombe state are below standards and grossly inadequate. The researcher observes that the school libraries lacked professional staff, thereby the expected services like selection and acquisition of library materials, organization of stock, current awareness, reference services, production of instructional materials, required by the minimum standards are therefore not provided.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents summary, conclusion and recommendations of the study. The chapter is presented under the following headings.

5.1 Summary of the study

5.2 Summary of the major findings

5.3 Conclusion

5.4 Recommendation

5.5 Research Implication

5.5.1 Theoretical Implication

5.5.2 Practical Implication

5.6 Suggestion for further research

5.1 Summary of the study

Chapter one deals with the basic elements of the study such as the background of the study, statement of the problem, research questions and research objectives, significance of the study, scope as well as the operational definition of terms.

Second chapter reviews literature related to the topic of the study. The review is presented under relevant sub-headings such as concept and significance of school libraries, types of information resources in school libraries, types of information services in school libraries, procedures for acquiring information resources in school libraries, factors affecting the provision of information resources in school libraries, extent to which the information resources and services provided match the minimum standards for school libraries, theoretical framework, conceptual framework as well as the summary of the review and uniqueness of the study.

Chapter three presents the procedures adopted for collection of data relevant to the study including research design, population of the study, subject of the study and justification, sampling technique, sample size, research instruments and administration of the instruments and analysis of the data collected.

Chapter four, the data collected from the interview were analysed qualitatively. Similarly, chapter five summarises the major findings of the study, draws conclusion based on the findings and make appropriate recommendations.

5.2 Summary of Research Findings

1. The results of the findings reveal that, the types of information resources provided in the school libraries were mostly textbooks on subjects taught in the primary schools. Such as Mathematics, English, Social Studies, Hausa, Agric Integrated Science, Religious Knowledge, etc, with somereference materials and story books.
2. The result also shows that, the types of information services provided by the school libraries were circulation and library user education.
3. The findings further discovers that the only source for acquiring information resources were from UBEC and SUBEB.
4. The study identiifies that lack of funds as major factors affecting the provision of the information resources and services in the school libraries.
5. The findings also identify that lack of qualified staff to provide school library services as major factor affecting the provision of information services in the libraries.
6. The study also disclose that despite the availability of the minimum standards for school libraries in the country, no primary school library in Gombe State provided information resources to match the standards.
7. The study also discovers that no primary school library in Gombe State provided information services to meet or match the minimum standards for school libraries.

5.3 Conclusion

Nigeria's Educational policies spelt out the importance of school libraries in the educational development of children. Therefore, it is the duty upon schools proprietors to provide functional libraries at all level of education, that could enhance the provision of effective and efficient service delivery. Based on the findings and anlysis of this study, it is pertinent to state that, most of the information resources and services that are supposed to be provided in the school libraries as prescribed by the minimum standards were not provided. Also, the ones that have been provided fall far, below standards. Therefore, it is reasonable to conclude that, public primary school libraries in Gombe State do notmeet up with the requirements of the minimum standards for school libraries in Nigeria, as stipulated by the Federal Ministry of Education and Youth Development (1992).

5.4 Recommendations

Based upon the issues and problems raised in the study, the following recommendations are hereby made, which if considered, will greatly enhance the information resources and services provision in public primary school libraries in Gombe state.

These are:-

- a. Information resources should be provided including fiction/supplementary, serials, audio visual and audio-visual materials in all primary school libraries in the State.
- b. Information services should be provided including selection and acquisition of library materials, organization of stock, current awareness, reference, production of instructional materials and promotional activities in all primary school libraries in the State.

- c. The school libraries should seek assistance from the wealthy individuals, governmental and non-governmental organization in the society to supplement the collection provided by the UBEC/SUBEB.
- d. Government should provide funds for primary school libraries to enable them acquire information resources.
- e. Professionally qualified staff should be employed to enable them provide the needed services in line with the requirements of the minimum standards for primary school libraries and the existing teacher-librarians should be given intensive training.
- f. Information resources should be provided in line with the requirements of the minimum standards for primary school libraries.
- g. Information services should be provided in line with the requirements of the minimum standards for primary school libraries

5.5 Research Implication

Based on the findings of this study, it has become imperative to note that there were several implications that contributed to it. The implication was discussed as:-

-Theoretical implication

-Practical implication

5.5.1 Theoretical implication

From the theoretical perspective, the issue of information resources and service provision has been treated and analysed by so many scholars and other researchers who make scholarly contributions in the field. In view of the findings and discussion of data, it was found that primary school libraries in Gombe State have not been excelling in providing information resources and services that meet standards due to proprietors neglect. Several previous studies reveal that various factors affect the provision of the information resources in the school

libraries. This study adopts some of the findings in order to come up with additional measures on the dual loop model used for this study (see fig 2.) where some additional factors such as types of information, selection, acquisition, organization and dissemination of information were suggested which if included, can enhance the process of information resources and services provision in primary school libraries.

5.5.2 Practical Implication

Among the implication of the findings of this study is that, it will provide numerous benefits not only to primary school proprietors in Gombe State but to all other states as well as the country in general, if they properly follow and utilize this knowledge.

7.5 Suggestions for Further Research

The Federal Ministry of Education and Youth Development (1992) provides standards for school libraries in Nigeria. These include buildings, furniture, equipment, resources, services and funding. At the initial stage, the study was to cover all of them, but due to wide coverage of the topic, the study covers only information resources and service provision in primary school libraries. Therefore, it is suggested that studies be conducted to:-

1. Evaluate the provision of primary school library buildings;
2. Evaluate the provision of primary school library furniture;
3. Evaluate the provision of primary school library equipment;
4. Evaluate the provision of primary school library funding.

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APPENDIX A: Interview Schedule

SECTION A: (DEMOGRAPHICAL CHARACTERISTICS AND QUALIFICATION OF RESPONDENTS)

1. In which local government area is your school located?

2. Gender

a) male

b) female

3. Age classification

a) 22 – 29

b) 30 – 39

c) 40 – 49

d) Above 50

4. Educational qualification

a) N.C.E.

b) Diploma

c) SSCE

d) TC/II

5. Working experiance

a) 1- 5 years

b) 6- 10 years

c) 11 years and above

SECTION B: TYPES OF INFORMATION RESOURCES

6) Do you have information resources in your school library?

7) What types of reference information resources does your school library provide?

a) Sets of encyclopedias;

- b) Language dictionaries;
 - c) Books of Quatations and dictionary of proverbs;
 - d) Companion of comprehensive literary
 - e) Maps and Atlases
 - f) Subject dictionaries
 - g) Gazetteers
- 8) What types of non-reference information resources does your school library provide?
- a) Fiction (eg. Story books)
 - b) Non-fiction books (eg. Textbooks on subject taught)
 - c) Complementary (eg. Easy to read books)
- 9) What types of serial information resources does your school library provide?
- a) Journals
 - b) Magazines
 - c) Newspapers
- 10) What types of non-print information resources does your library provide to its users?

Eg. Films, filmstripts, slide, video recordings, transparencies, audio tapes, electronic, computers, internet, CD-ROM, data bases scanner, printers, photocopiers.

SECTION C: TYPES OF INFORMATION SERVICES OFFERED BY THE LIBRARIES

- 11) What types of information services does your school library provides?
- a) Reference services
 - b) Circulation services
 - c) Serials services
 - d) Inter-library loan services
 - e) Internet services
 - f) Reader advisory services

g) Resource sharing services

h) Readers club services

i) Use of library skills

12) Do you have library hours in your school time table?

SECTION D: PROCEDURES FOR ACQUIRING INFORMATION RESOURCES IN THE LIBRARIES

13) How does your school library acquire its resources?

a) Purchase by the school

b) Donation from individual/International Organizations

c) Supply from UBEC/SUBEB and LGEs

d) Acquired by Parent Teachers Association

SECTION E: FACTORS AFFECTING THE PROVISION OF THE RESOURCES AND SERVICES

14) What problems does your school library encounter in acquiring its information resources?

a) Lack of adequate fund to acquire the resources

b) Difficulty in finding suitable books and other resources to interest the pupils

c) Lack of knowledge of what books and other resources are available

d) Lack of time to select books and other resources

e) Lack of consistent selection policy

f) Lack of professional staff to make the selection and acquisition

SECTION F: MINIMUM STANDARDS FOR SCHOOL LIBRARY COLLECTION IN NIGERIA.

15) Are the information resources provided in your school library commensurate with the pupils enrolments in your primary school?

16) Are the reference information resources provided in your school library upto 5% of your total collection?

17) Are the Non-fiction information resources provided in your school library upto 20% of your total collection?

18) Are the fiction/supplementary readers provided in your school library upto 60% of your total collection?

19) Are the audio-visual information resources provided in your school library upto 10% of your total collection?

20) Are the periodicals information resources provided in your school library upto 5% of your total collection?

21) Are the information services provided in your school library match the

standards?**APPENDIX D**

RESULT OF THE PRELIMINARY STUDY

Given the design and title of the study, the researcher considered it imperative to conduct a preliminary investigation to basically find out if primary school proprietors in Gombe State comply with the provision of the minimum standards for school libraries in terms of information resources and service provision as stipulated by the Federal Ministry of Education and Youth Development in 1992, as a prelude to the main study.

Accordingly, interview was conducted with two Directors in the State Universal Basic Education Board. The Directors hold offices of planning, statistics and school services they are not part of this study.

Objectives of the preliminary study are to find out:

1. The total number of public primary schools in the State?
2. The total number of public primary schools with school libraries in the State?
3. If primary school libraries in the State are establish in relation to minimum standards?
4. Methods of providing information resources to school libraries in the State?

Response

The directors indicates that the State has 1,247 public primary schools. They also states that the State has fifty one (51) public primary schools with school libraries. They further disclose that the compendious of the minimum standards for school libraries in Nigeria is yet to be provided in Gombe State Universal Basic Education Board (SUBEB). They also indicates that the information resources are acquired by Universal Basic Education Commission (UBEC) and distributed to various primary school libraries in the State by SUBEB through LGEs. Finally, they provides a list that contains the names of the fifty one (51) public primary schools that are identified with school libraries in the State to the researcher.

The findings reveal that Gombe State Universal Basic Education is yet comply with the provision of the minimum standars for school libraries in Nigeria, which in extent contridicts the provision of the National Policy on Education (2004) which states that proprietors of schools shall provide functional libraries in all their educational institutions, in accordance with establish standards.

APPENDIX E
GOMBE STATE UNIVERSAL BASIC EDUCATION (SUBEB) PUBLIC PRIMARY
SCHOOLS WITH LIBRARIES

S/N	LGEA	PRIMARY SCHOOLS
1	Akko	Kumo Central
2		Bogo
3		Kumo Jauroji
4		Akkoyel
5		Garin Liman
6		Model
7		Pindiga
8		Tumu
9		Kashere
10		Kalshingi
11		Koica Burnde
12		Akko
13		Bula
14	BALANGA	Lip Talesse
15		Bormi
16		Bangu
17	BILLIRI	Billiri Central
18		Ibnola
19		Baganje
20		Tal
21	DUKKU	Dukku Central
22		Hashidu
23		Zange
24	FUNAKAYE	Bajoga Central
25		Bajoga II
26		Bage
27		Tongo
28	GOMBE	Hassan Central
29		Mu'azu
30		Herwa Gana
31		Jauro Tudun Wada
32		Jekadafari
33		Abubakar Umar Memorial
34		Jalo Waziri

35		Nasarawo
36		Sabongari Nasarawo
37		Pantami
38	KALTUNGO	Termana
39		Nasarawa
40		Kaltungo Pilot
41		Galadima/Yiri
42		Ture Pilot
43	KWAMI	Malam Sidi Central
44	NAFADA	Nafada Central
45	SHONGOM	Boh
46		Lapan
47		Pero
48	YAMALTU DEBA	Deba Central
49		Bello Central
50		Zambuk
51		Kwadon